

March 2015

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IDOE Professional Learning Opportunities

IDOE Acuity Digital Library

Here you will find many different Toolkits. The most recent one that would be most helpful to you would be "Etoolkit". It has been updated beginning of March. Log into Acuity/choose "Acuity Community"/ choose "Regional Forums"/choose "Indiana Forum"/ choose "IDOE Digital Library."

[IDOE The State of the Classroom](#)

[IDOE Educator Effectiveness Updates](#)

IDOE Office of Educator Effectiveness would like to share some updates and free and low-cost supports and resources to support implementation of staff performance evaluations. The resources are aligned to the onsite monitoring our office is conducting per the ESEA Flexibility Waiver.

[IDOE Professional Learning Opportunities Survey](#) IDOE is requesting your feedback to determine areas of need for professional learning opportunities. Please pass along the survey link to your certificated employees, including administrators and teachers. The survey will remain open until March 27, 2015.

[The Indiana Principal Leadership Institute \(IPLI\)](#) at Indiana State University's Bayh College of Education is accepting applications for its third cohort. The application deadline is March 15, 2015.

[Central Indiana Educational Services, \(CIESC\)](#) offers a variety of professional learning workshops, to view these events [see flyer](#)

[IDOE Office of Student Assessment](#)

[IDOE Office of College and Career Readiness](#)

[Indiana Academic Standards](#)

[IDOE Online Communities of Practice](#)

[IDOE Learning Connection](#)

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[IDOE Professional Development Requests](#)

Effective Use of Data

by Outreach Coordinator Doug Thieme

Resources: 8 Turnaround Principles

1 SCHOOL LEADERSHIP

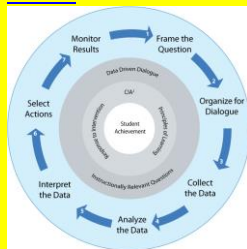
2 SCHOOL CLIMATE AND CULTURE

3 EFFECTIVE INSTRUCTION

4 CURRICULUM, ASSESSMENT, & INTERVENTION SYSTEMS

5 CURRICULUM, ASSESSMENT, & INTERVENTION SYSTEMS

6 ENABLING THE EFFECTIVE USE OF DATA



7 EFFECTIVE USE OF TIME

8 EFFECTIVE FAMILY AND COMMUNITY ENGAGEMENT

The focus of this article for this month is [Turnaround Principle 6 –Effective Use of Data](#). Turnaround Principles are not only used as a strategic system to support schools that may be struggling, but more importantly the eight principles are indicators for high performing schools. When discussing [Turnaround Principle 6](#) using data effectively can positively impact student achievement. A cyclical process of reviewing data creates data driven dialogue with instructionally relevant questions that help determine the principles of learning, response to intervention, curriculum, instruction, and assessment.

Data for Climate and Culture

Collecting and analyzing multiple points of data surrounding the school's climate and culture can illuminate additional opportunities for improvement. Schools can review attendance, tardies, behavior/discipline, and survey data during this process. Monitoring school attendance and tardies can have an effect on student achievement. Students are not able to learn if they are not in school. It is essential that schools proactively begin to identify students with attendance issues and work with the student and family to reduce the barriers preventing the student from being at school each day and on time. It is also an effective practice to review behavior data and set up interventions for the most frequently referred and/or suspended students with the goal in mind of reducing their time out of the classroom where a student learns best. Trends in behavior data may reveal the need for support for the staff in professional development in the area of behavior management. Survey data from all stake holder groups should also be used to monitor the climate and culture. Use the data from the surveys to develop a plan for improvement with the school leadership team and community representatives.

Data for Student Achievement

For sustained school improvement it is essential that all staff members are familiar with student data and use it to drive instructional decisions. Staff should have easy access to the data management system. When embedded into the culture of the school, this system should allow for a systematic collection and analysis of a range of student data. Teachers should effectively utilize the data regularly to determine instructional strategies, student groupings, and targeted interventions. By setting up clear and effective protocols that guide the use of data, staff members will know how to review disaggregated data to track and monitor the progress of all students. This will help in monitoring the implementation of strategies and striving to meet the goals established in the School Improvement Plan.

Analysis Process

An established specific schedule, process, and protocol for analyzing on-going formative assessment data are extremely important to ensure improvement. Collaboration time with an expectation of analyzing formative assessment data during this time should be embedded into a school's schedule. The principal should have a way to monitor the effectiveness of this collaboration time. The outcome of the collaboration is a developed plan of how the areas of weaknesses will be addressed in instruction and lesson planning. All if these data sources should also direct professional development opportunities towards instructional needs rather than teacher interest, ensuring that the professional development is geared toward the School Improvement Goals versus being disconnected and random. During daily, frequent walk-throughs, principals should be focused on verifying that agreed upon practices and improvements are implemented with quality. Teachers should understand that principals will be verifying the implementation of professional development initiatives in their teaching.

Effective Instruction

by Outreach Coordinator Doug Thieme

The focus of this article for this month is [Turnaround Principle 3 –Effective Instruction](#). Turnaround Principles are not only used as a strategic system to support schools that may be struggling, but more importantly the eight principles are indicators for high performing schools. When discussing [Turnaround Principle 3](#) it is important to emphasize that there are many components that come together to create an environment of high quality effective best practices that develop into effective instruction. These components are outlined in the following reading.

Learning Objectives

Learning objectives must be posted and referred to within the lesson. These set the tone for students of what students are learning, the purpose, and how it applies to their life. The learning objective must be clear and measureable. It is essential that these objectives are aligned to the curriculum, Indiana Academic standards, and also align to the assessments that the student will be given.

Instructional Strategies

It is important to implement instructional strategies that require active engagement. Effective instruction demands the use of a variety of instructional and response strategies to meet the needs of multiple learning styles. It is also important for teachers to utilize student learning data from formal and informal assessments to intentionally select these strategies to maximize student engagement and growth.

Checking for Understanding

Checks for understanding (CFUs) are often neglected as an essential point within a lesson to help gauge student understanding or learning to help inform, monitor, and adjust instruction. Data from CFUs can and should be utilized to select instructional strategies and develop student groupings. When implemented effectively most students will master the objectives on first instruction and those that do not should be given further support. Administrators should monitor the use of CFUs during informal walk-throughs and formal observations.

Content Knowledge

It is important that all teachers are highly qualified in the area to be taught and have the necessary content knowledge to support effective instruction. Lessons need to be relevant rich with relevant standards-based content. The teacher is effective in approaching the content from multiple angles to support all learning styles. Also in effective classrooms students are highly engaged and are asking relevant questions that are addressed by the teacher or other students.

Use of Data

Effective teachers have the skills to utilize multiple measures of data which include diagnostic, formative, and summative data to differentiate and improve student achievement. It is important to establish a culture that data is reviewed in every teacher meeting to allow the staff to collaborate as a team to meet the needs of students. The use of data from CFUs and evidence from student learning can be utilized to re-teach and spiral as needed. It is essential that data is reviewed in a systematic way to identify students that are not mastering the basic skills so that they can be given diagnostic assessment to target their learning needs.

High Expectations

In effective schools and classrooms, teachers hold high expectations for all students academically and behaviorally. These educators believe that all students can achieve to the highest potential when provided high quality rigorous instruction. It is important that depth of knowledge and high level questioning are utilized in instruction as required with the new standards as well as the upcoming state assessment. High expectations are also established in not allowing students to give up or not respond when the work is viewed as too hard. Academic progress is monitored through discussion of student data with the leadership team. The leadership team is then able to provide support to classroom teachers and students that have exhibited the greatest need. Also in effective schools, classroom behavior is consistent throughout the school. Students are taught the skills of self-discipline and self-management.

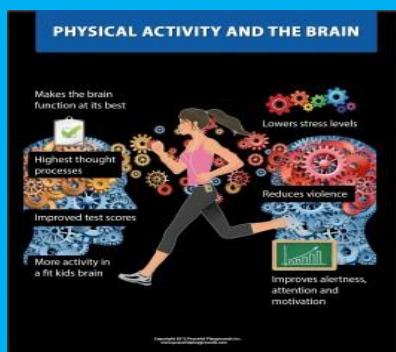
This article is available [here](#) in its entirety to access separate from this newsletter. Look at the top of the page under newsletters -Effective Instruction-Turnaround Principle 3.

Increase Brain Power

Move to Learn

Do you know why active kids make better learners? Visit the following link and see why a super charged brain break that combines a movement activity with an academic concept increases brain power.

Basic vs. Super Charged Brain Breaks



Motivational Clips

[Carol Dweck: A Study on Praise and Mindsets](#)

[What it takes to be number one by Vince Lombardi](#)

Sharpen Your Saw

If you are a master teacher, new teacher, or an educator who is constantly working to develop your strengths and refresh your toolbox, reviewing the 49 techniques in Doug Lemov's book **Teach Like a Champion** and the core ideas from Paul Bambrick-Santoyo's book **Leverage Leadership** are great places to begin.

Classroom Management Levers

Technique 42: No Warnings

Warnings are the quickest way to lowering classroom expectations.

Keep expectations high by doing the following:

- Intervene early (*proactively remind them with what to do*)
- Be reliable, predictable and consistent (*give consequences right when needed*)
- Make consequences proportionate to the misbehavior keeping incentives in play (*ask yourself how effective is your system with fostering and maintaining positive behaviors.*)
- Remain calm, poised and impersonal (*avoid sarcasm and condescending remarks*)
- Address the behavior privately when possible (*and publicly if necessary- students need to know that everyone will be held accountable*)

Remember, a reminder is different than a warning. Be relentless in framing positive expectations!

Instructional Levers

Core Idea: Effective instruction is not about whether we taught it. It's about whether the students learned it.

Are you having the right conversations in your PLCs, data conferences, etc.? The conversations that lead to results...Successful data-driven instruction depends on these four key fundamental areas.

1. **Assessment:** What is the roadmap to rigor? What do the students need to master? Have you defined how to assess the standards? What do I need to teach for my students to be able to master the questions on the assessment?
2. **Analysis:** Do you have more than a "scoreboard"? Where are the students struggling and why? Standard by standard, what are you noticing about your student's performance?
3. **Action:** Did the students learn it? What new teaching plans will be implemented to respond to this analysis? How can we teach it so that they learn it?
4. **Systems:** What systems and procedures will ensure continual data-driven improvement? Is the assessment cycle prioritized on your calendar?

Remember, assessments are the roadmaps to rigor! Effective data analysis tells you if you are following the path.

Community Highlights

Indiana Association for Child Care Resource and Referral (IACCRR) announces **The Child Care Search button**, a free service that directs users to www.childcareindiana.org and allows your school to partner with the Indiana Association for Child Care Resource and Referral (IACCRR) and local child care resource and referral agencies to help families find high quality child care and out-of-school time options. Adding the Child Care Search button to your school website is easy and FREE! For more information, visit www.iaccrr.org and click on Link to Us. For questions, contact the Indiana Association for Child Care Resource and Referral at datahelp@iaccrr.org.



Community Resources

The NEW Indiana Academy for Out-of-School Learning

This NEW online PD system was created in partnership with the [National Afterschool Association](#) and [Child Care Aware](#) and offers the latest in training specifically designed for Indiana's before school, after school, school age child care and summer programs. Full details on the Academy [HERE](#).

Benefits to Your Program and Staff:

- Professional Development anytime, anywhere!
- 36 Best Practice Learning Modules (2 hours each)
- Aligned with IN Afterschool Standards and IN Youth Development Credential (IYD)
- In-depth curriculum content, interactivity and rich visuals
- Useful resources and real life scenarios
- Pre- and Post-tests
- Certificates and User accounts to track progress
- Customer Service
- Technical Assistance

You can register for a sneak peek webinar for the date and time that works best for you: [Webinar Registration Link](#)

- March 11th at Noon EST
- March 13th at 2pm EST
- March 17th at Noon EST
- March 19th at Noon EST